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JACOB T. HUNT, *Editor*

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Secondary Education in the Next Ten Years

WILLIAM G. BRINK
Professor of Education, Northwestern University

IN THIS discussion I should like to consider some of the changes that may take place in the field of secondary education in the next decade. It will be obvious to everyone, I am sure, that the scope of the topic will necessitate omission of many important developments. Moreover, I feel it incumbent upon me to state that I make no claim to prophetic insight as to what will transpire in the next ten years.

We do know that significant changes have taken place in secondary schools since the time of their first establishment in this country. We know, also, some of the factors and conditions that have given rise to these changes. I should like to focus attention upon some of the developments which in the light of historical perspective and contemporary conditions may reasonably be expected to take place in the years ahead.

INCREASED ENROLLMENTS

I shall begin with a trend about which there is no need for crystal gazing. The major events that will irrevocably determine the future have already taken place. I refer, of course, to increased enrollments in secondary schools.

The United States Bureau of the Census predicted an enrollment of seven and a half million students in grades nine to twelve for the fall of 1955.[1] By 1960 the estimated enrollment in these grades will be nine and a half million, and by 1965 slightly over twelve million. This means that in 1965 there will be five students where there are now three. Moreover, there is no evidence that enrollments will level off at that time, for the 1954 total births exceeded four million for the first time in our history.

Two obvious problems arise in view of such explosive enrollments in the immediate years ahead: Will there be adequate buildings and facilities to meet the new demands? Will there be a sufficient supply of well trained teachers? Of the two, the second, in my judgment, should give us greater concern. To be sure, good housing and facilities are of great importance, but there is greater evidence of the likelihood of meeting these needs than

[1] U. S. Bureau of the Census. Current Population Reports, Series P-25, No. 85.

in the case of well trained teachers. As regards the latter, a few facts may be of interest.[2] Since 1950 the supply of college trained teachers for secondary schools has declined steadily each year. The 1955 supply will be forty per cent lower than that of 1950. Although the total group of prospective secondary school teachers for 1955 (48,916) is slightly greater than the demand (45,497), it should be recognized that by no means all who are prepared actually enter the profession. In 1954, for example, only fifty-six per cent of the eligible graduates of teacher training institutions entered teaching. Many factors, such as the increased demand for college trained personnel in business and industry, and extended opportunities for college trained women, have contributed to this disparity. The decline since 1950 in the number of prospective teachers is particularly acute in the areas of science, industrial arts, English, social studies, and mathematics. For example, the total number of persons prepared to teach science in 1955 was 3,912, as compared with 9,096 in 1950, a decrease of fifty-seven per cent. In view of the impending increases in high school enrollments one fact stands out in bold relief, namely, unless the current trend in the preparation of secondary school teachers is sharply and decisively reversed, we face a disastrous shortage of teachers. Already most high school classes average at least thirty pupils. When there are five pupils for every three now the average will be fifty. In such oversized classes provisions for individual guidance and direction cannot but be inadequate with impaired learning the inevitable consequence. These facts pose a serious responsibility not only for teacher training institutions, but also for secondary schools in identifying, encouraging, and aiding promising young people for the teaching profession.

CURRICULUM IMPROVEMENT

It is reasonable to expect that further improvements will be made in the secondary school curriculum during the next ten years. For example, I believe that increased attention will be focused upon the re-examination and clarification of the objectives and goals of the curriculum and upon the best ways of achieving these goals. In a recent study of the patterns of curriculum organization in 252 large secondary schools, I found substantial agreement as to all-over objectives.[3] In the main, statements of objectives differed

[2] Figures presented have been drawn from "The 1955 Teacher Supply and Demand Report," prepared by the Research Division of the N.E.A. and published in *The Journal of Teacher Education*, Vol. 6, March, 1955.

[3] "Patterns of Curriculum Organization in Large Secondary Schools," *School Review*, 63:372-7, October, 1955.

little from the *Cardinal Principles of Secondary Education* of 1918, or the more recent *Imperative Needs of Youth.* It is doubtful whether such generalized statements of objectives have had much influence upon actual teaching practices. Schools having widely divergent philosophies and practices subscribe to essentially the same general objectives. Although desirable as general points of reference and for purposes of classification, they provide little help to the classroom teacher in selecting the most effective learning activities and experiences.

It is for these reasons that an increasing number of schools are seeking to arrive at valid objectives through studies of the needs of youth. They are asking such questions as these: How can we determine what the needs of youth are? What kinds of needs do all youth share in common? What are the special needs of particular groups and of individuals? Which of the various needs is it the responsibility of the school to help individual pupils meet? Once needs have been identified through studies of youth and of society, such further questions as these are considered: What types of behavior should the individual pupil develop if his own needs are to be satisfied? What types of content and experiences will best enable the student to develop these behaviors? How can we tell whether the school is doing a good job in helping youth meet their own needs? This approach to curriculum building is, in my judgment, very commendable, and holds great promise for the future.[4]

If widely applied in the years ahead, such an approach will unquestionably enable secondary schools to arrive at more valid decisions in regard to the so-called "general" or "liberal" education which all youth should have as citizens of a great democracy. That there is still widespread confusion and uncertainty as to the meaning of "general education" became convincingly evident to the writer in the study to which reference has already been made. All of the 252 high schools included in the study mentioned above are committed to the policy of providing some sort of common "general education." In the vast majority of the schools, "general education" consists of certain prescribed subjects more or less sequentially organized. But great variability was found in these requirements. Seventy-three different patterns were found. The two most common patterns of requirements, each found in 21 schools, were (1) four units of English, two of social studies, one of science and one of

[4] For a more detailed discussion of this approach in curriculum building see *Adapting the Secondary School Program to the Needs of Youth*, Fifty-second Yearbook, National Society for the Study of Education, Part I, 1953.

mathematics, and (2) three units of English, three of social studies, one of science, and one of mathematics. Four schools prescribe work only in the areas of English and social studies. The diverse patterns of common educational requirements indicate great differences in the implementation of widely accepted general objectives. One of the serious weaknesses in current curriculum practices is that we have often attempted to move directly from broad objectives to subjects that should be prescribed as a basis for achieving objectives. In the light of this fact it was indeed encouraging to find some schools that are attempting to arrive at decisions concerning the components of "general education" in the manner previously indicated. Such practices will, I believe, receive more widespread application in the future.

In efforts to provide programs of general education more nearly in accord with the developmental needs of youth many secondary schools have instituted new curriculum designs variously called unified studies, broad fields curriculums, and core curriculums. These innovations have been described quite clearly in the current literature. Such newer patterns are frequently found in junior high schools, and less frequently in senior and four-year high schools.[5] They represent varying degrees of departure from the traditional subject and departmental organization. The newer patterns have emerged in part as a reaction against generally recognized weaknesses of the subject type of curriculum, such as the tendency toward proliferation of subjects and the attendant fragmentation of knowledge; the stress upon academic learnings that are often only remotely related to life situations; and the lack of a consistent theory of secondary education that is in harmony with widely accepted concepts of human growth and development. On the positive side, the newer patterns of organization seek to effect a closer synthesis and integration of learning experiences; they attempt to deal more directly with the personal and social problems of youth as well as with the problems of society in general, and they stress the development of attitudes of mutual cooperation and respect. Unquestionably the experimentation with newer curriculum patterns during the past few decades has, in many instances, had a salutary effect upon instructional practices in general. It is my belief that such experimentation will be extended in the future, and that greater stress will be placed upon the critical appraisal of the strengths and weaknesses of whatever plans may emerge.

[5] See: Grace Wright, *Core Curriculum Development: Problems and Practices*, Office of Education, Bulletin No. 5, 1952.

More Effective Teaching Practices

More specific attention will now be given to some of the problems involved in the improvement of classroom teaching practices which I believe will challenge attention in the next decade. One of these is that of selecting methods and procedures that will give promise of promoting the multi-dimensional aspects of the growth and development of every student. Anyone who is acquainted with instructional practices in secondary schools is aware of the fact that great stress is placed upon intellectual needs—the development of proficiency in communication, the mastery of subject matter content, and growth in the abilities and skills involved in critical thinking. The satisfaction of such behavioral needs is indeed an important obligation of the school. But students have social and emotional needs also, many of which develop as concomitants of group instruction. For example, every student seeks affiliation with a classroom group, he craves acceptance by others in the group, and he desires to be a contributing member of the group. Psychologists tell us that such social and emotional needs are extremely important for sound personality development in adolescents. However, they are the kinds of needs that are too often ignored in current instructional practices. What this implies is that greater attention in the future should be given, and I believe will be given, to problems of group processes. It will mean greater emphasis upon pupil participation in the determination of goals, in the selection of appropriate learning experiences, in the discussion of problems, and in the evaluation of individual and group progress. It will mean, also, increased concern in every classroom with the personal and social problems of youth as they relate to the wider context of life in and out of schools.

As classroom instruction is focused more closely upon the developmental needs of youth—intellectual, social, and emotional—it is reasonable to expect a closer articulation of the guidance and instructional activities of the school. Already many secondary schools have taken steps to eliminate the dichotomy which has often separated these functions in the past. This is not to say that guidance specialists and counselors will no longer be needed; quite the contrary, more will be needed in the future, but their functions will change. Instead of attempting to counsel all students, an impossible task, they will direct their efforts toward the counseling of problems in need of special attention.

Teaching which is focused upon meeting the varied needs of youth necessitates the use of extensive instructional materials. Undoubtedly visual and audio materials and the radio have and will continue to enrich the learning experiences of pupils. The potentialities of television for educational purposes are just beginning to be explored, and the years ahead may see a rapid recognition of this medium by secondary schools. Not the lack of materials, but the discriminative choice and use of appropriate materials will increasingly command the attention of teachers and administrators.

EDUCATION OF EXCEPTIONAL YOUTH

Based upon trends that have been well established during the past several decades, we may expect increased efforts on the part of secondary schools to provide more effective education for exceptional youth. The term "exceptional youth" refers to those pupils who deviate significantly from the majority of pupils in mental, physical, social, or emotional characteristics, and for whom appropriate programs must be provided if they are to derive the greatest benefit from their schooling. Included among such deviates are those who are handicapped in health, hearing, and sight; the crippled; the mentally retarded; the socially and emotionally disturbed; and the gifted. The proportion of youth who might be designated "exceptional" is not known, although estimates generally run close to ten per cent or more.

Figures recently gathered by the United States Office of Education give some evidence of the current interest in providing for exceptional pupils.[6] For example, 108,058 pupils were enrolled in 1952-53 in special schools and classes on the secondary school level. As compared with 1947-48, the percentage of increase in special schools and classes was greatest for those handicapped in speech (480%), those mentally retarded (129%), and those with special health problems (113%). The lowest percentage of gain was in special schools and classes for the mentally gifted (16%). Available data indicate that at present greater attention is given to the needs of exceptional pupils in elementary schools than in secondary schools. Little evidence is available concerning the provisions that are made in the regular programs and classes for meeting the needs of exceptional pupils.

The movement toward attempting to provide more effective programs for exceptional youth is most commendable and should be widely extended in the next decade. I should like especially to

[6] Mabel C. Rice and Arthur S. Hill, *Biennial Survey of Education in the United States, 1952-54*. Office of Education Bulletin 1954.

emphasize the importance of adapting the secondary school curriculum to the needs of talented youth. It is to these students that the nation must look for leadership in the future not only in the fields of science and industry, but in the areas of the humanities and the arts as well. Moreover, recent reports disclose the critical shortage of highly trained personnel in many fields related to national security. As yet, however, comparatively few secondary schools have given serious thought to the problem of providing programs that will challenge the best efforts of superior students.

There appears, at present, to be a rather widespread feeling that to make special provisions for talented youth is undemocratic, and that such adjustments deny the principle of equality of educational opportunity. This viewpoint is, I think, reflected in some "general education" programs. Some schools appear to have substituted identity of program for equality of opportunity. Equality of educational opportunity does not necessarily mean identity. A sound program of "common learning" or a sound program of "general education" certainly does not mean and never has meant the same scope and depth of education regardless of ability. This sort of thing could result only in mass mediocrity. John Dewey has stated the point very clearly and succinctly in his book, *Democracy and Education* where he says, ". . . if democracy has a moral and ideal meaning, it is that a social return be demanded from all, and that opportunity for development of distinctive capacity be afforded all." The real question facing secondary schools, therefore, is not whether provisions should be made for the talented, but rather how the school can provide for the development of individual talent and at the same time promote and extend democratic values.

There is considerable uncertainty as to the best means of accomplishing this aim. Among the plans most frequently used at present are acceleration, special classes, special schools, more advanced study materials and activities in regular classes, the provision of leadership opportunities in the service functions of the school, and assistance in laboratories.[7] This is an area in which "action research" is greatly needed to discover the merits of the various plans. Unquestionably, a diversified program of opportunities for talented youth is needed. It is imperative that secondary schools (1) make every effort to identify superior students by means of intelligence tests, scholarship records, teachers' judgments, and

[7] For an excellent discussion of ways of providing for talented youth see: Harry A. Passow and Others, *Planning for Talented Youth*, Bureau of Publications, Teachers College, Columbia University, 1955.

reading tests; (2) critically examine present programs and instructional practices in relation to the needs of the talented; and (3) expand their programs to make possible more adequate guidance and stimulation of superior students.

TOWARDS COMMUNITY SCHOOLS

One of the significant developments in secondary education in this country is the emergence of community schools. The concept of community school is founded upon the assumption that at best school and community are interacting agencies in the education of youth and adults. Community schools such as are developing in many sections have certain distinguishing characteristics: (1) they are constantly studying the resources of the local community for the enrichment of their curriculums; (2) they are centers for the educational and recreational life of the community; (3) the school and the home work together in improving the recreational life of the community; (4) teachers and administrators participate actively in community organizations that have as their object the improvement of community living. Community schools are not merely the illusory dreams of the idealist. They already exist here and there. It is this type of school that we may confidently envisage for the future.

Easy Non-Fictional Materials for the Handicapped Reader

J. T. HUNT
Assistant Professor of Education, University of North Carolina

THE WIDE range of reading ability in the junior and senior high school—frequently eight to twelve grades in any one grade—calls for materials of a similar grade range in difficulty. The purpose of this article is to suggest helpful non-fictional books for the sizable group in secondary schools whose reading ability is several grades below actual placement.

Major criteria used to appraise and select books were these: (1) high interest level, especially for boys since they have a disproportionate share of reading problems; (2) low difficulty level characterized by controlled vocabulary, simple style, and good illustrations; (3) high instructional value, i.e., accuracy and relation to curriculum; (4) availability, as indicated by inclusion in current catalogs; and (5) attractive appearance and without grade designation.

Although it is expected that materials of this sort will have their greatest use as instructional materials for the poor reader and practice materials for the remedial reader, they may be adapted for these and other groups for enrichment and supplementary reading; for reference, especially in building up a library on related topics; and for variety and motivation. Wide reading of easy, interesting materials is helpful both in improving reading skills and also in supplying information and developing fundamental concepts.

Books are listed by publisher under the two broad areas of social studies and science. This rather simple classification seems satisfactory because the bulk of non-fictional reading assignments will be in these two areas. The objective nature of these materials also makes them helpful for the reading and English classes, especially for developing reading, work-study, and other communication skills.

Approximate reading difficulty levels are indicated by *R;* top interest levels by *I*. The symbols R 4, I 10, for example, mean that the book has a difficulty level of about fourth grade but an interest level for pupils as high as tenth grade. Each notation should be

considered as an average or estimate—or better, as an average estimate based upon graded lists of publishers and librarians, book reviews, and, primarily, upon evaluations by teachers, librarians, reading clinicians, pupils, and the writer. In some cases the interest level may appear too high. It should be kept in mind that these estimates are for *groups* of retarded readers rather than for any one individual, that a handicapped reader (or any adolescent) may lag behind his age-mates in social and mental maturity and in level of critical evaluation, and that interest in any book is dependent at least in part on the ability to read it with understanding as well as the purpose or necessity for reading.

Prices were taken from the latest available sources, with most from 1955 lists. When more than one edition was available, the price of the least expensive edition was given. Unless otherwise indicated, the list price was quoted; many of the publishers offer special discounts on quantity orders or to schools and libraries.

Included in the first list are biographies and related social studies such as other lands and peoples, travel, frontier and pioneer days, history, government, social problems, etc. Included in the Science and General section are aviation, automobiles, machinery, plants and animals, science experiments, mathematics, astronomy, sports, hobbies, and, with one or two exceptions, transportation and communication.

BIOGRAPHY AND SOCIAL STUDIES

ABELARD-SCHUMAN, INC., 404 Fourth Avenue, New York 16, N. Y.

R 5-6, I 10: Acker, *School Train*, $2.00; Corbett, *Girl of Urbino*, $2.50; Ellis and Williams, *Laughing Gas and the Safety Lamp*, $2.50; Faulkner, *Visual History of the United States*, $5.00; Sowers and Bothwell, *Golden Letter to Siam*, $2.50.

ABINGDON PRESS, 810 Broadway, Nashville 2, Tennessee.

R 5, I 10, $1.50; Ball, *George Washington: First President;* Graham, *Christopher Columbus: Discoverer;* Weir, *Leif Ericson: Explorer* and *Thomas Alva Edison: Inventor.*

ALADDIN BOOKS, 55 Fifth Avenue, New York 3, N. Y.

The American Heritage Series of 30 junior novels based on historical events is written on a fifth or sixth grade level, with interest level to eleventh or twelfth grade. Each book has 192 pages and is available in a school edition at $1.59.

New titles for 1954 are *The Bells of Carmel* by Blackburn; *Captured Words* by Browin; *A Flag for Lafitte* by Lane; *Gray Bonnets* by Brown; *Gray Riders* by Wellman; *The Greatest Adventure* by Lane; *Land of Gray Gold* by Derleth; *Medals for Morse* by Latham; *Men of Flight* by Verral; *Sons of the Big Muddy* by Granberg.

Some of the titles from the 1953 and 1952 editions are *Cochise of Arizona* by La Farge; *The Magnificent Mariner* by Lane: *The Story of Eli Whitney* by Latham; *The Long Black Schooner* by Sterne; *The Big Country* by Herron; *The Fighting Quaker* by Latham; *Over-Mountain Boy* by Steele; *Cowman's Kingdom* by Collier; *The Captive Island* by Derleth; *Back of Beyond* by Franklin.

BOBBS-MERRILL COMPANY, INC., 730 North Meridian Street, Indianapolis 7, Indiana.

About 90 titles are now available in The Childhood of Famous Americans Series in a special school edition at $1.48. Originally designed, written, and edited for the fourth and fifth grade levels, they will appeal to most junior and senior high school pupils. Biographical accounts of the childhood of the following Americans are illustrative: Abraham Lincoln, Amelia Earhart, Booker T. Washington, Eli Whitney, Franklin Roosevelt, Robert E. Lee, John Wanamaker, Kit Carson, Knute Rockne, Lou Gehrig, Meriwether Lewis, Sam Houston, Stephen Foster, Will Rogers, Pocahontas, Molly Pitcher, Sacagawea, U. S. Grant, Peter Stuyvesant, David Farragut, William Penn, Washington Irving, and Woodrow Wilson.

CHILDREN'S PRESS, INC., Jackson Boulevard and Racine Avenue, Chicago 7, Ill.

R 5, I 10, $1.50; *You and American Life Lines, You and the Constitution, You and the United Nations, You and Atomic Energy, You and Space Neighbors,* and *You and Space Travel.*

THOMAS Y. CROWELL, 432 Fourth Avenue, New York 16, N. Y.

$2.50 unless otherwise marked: Bulla, *Squanto—Friend of the White Man,* R 3, I 8; Meadowcroft, *Gift of the River* and *Abraham Lincoln,* R 5, I 10; Holberg, *Captain John Smith* and *Restless Johnny: the Story of Johnny Appleseed,* R 5, I 10; Mariott, *Indians on Horseback,* R 5, I 10; Galt, *How the United Nations Works,* R 5-6, I 10-12, $2.75; McSpadden, *Indian Heroes,* R 6, I 6 up, $2.75; Meadowcroft, *China's Story,* R 6-7, I 6 up; Mariott, *Indians of the Four Corners,* R 7, I 7 up, $2.75; Gilbreth and Carey, *Cheaper by the Dozen* and *Belles on Their Toes,* R 7, I 7 up, $3.00; Richardson, *Great American Negroes,* R 7, I 7 up, $3.00.

E. P. DUTTON AND COMPANY, INC., 300 Fourth Avenue, New York 10, N. Y.

Wheeler and Deucher Musical Biographies, 146 pp., R 5-6, I 10, $3.00, sixteen titles including the following: *Franz Shubert and His Merry Friends; Edvard Grieg: Boy of the Northland; Joseph Haydn: The Merry Little Peasant; Sebastian Bach: The Boy from Thuringia; Ludwig Beethoven and the Chiming Tower Bells; Mozart: The Wonder Boy; The Young Brahms.*

Young People in Other Lands, R 5-6, I 9-10, $2.50 to $3.00: Chrisman, *Shen of the Sea* (China); Dragoumis, *Under Greek Skies;* Meiklejohn, *Cart of Many Colors* (Italy); Fairfax, *Su Won and Her Wonderful Tree* (Korea); Meigs, *Sunflight* (Mexico); McSwigan, *Snow Treasure* (Norway); Lillie, *Judith: Daughter of Jericho* and *Nathan: Boy of Capernaum;* Haskell, *Katrinka* (Russia); Neilson, *Mocha, The Djuka* (South America).

Hall-Quest, *How the Pilgrims Came to Plymouth* and *Jamestown Adventure,* R 5-6, I 10, $2.25 and $2.50; Fox, *They Sailed and Sailed,* R 5, I 10, $3.00;

Bunce, *Here Comes the School Train*, R 3, I 9; Wheeler, *Hans Andersen*, R 5, I 9, $3.00.

GROSSETT AND DUNLAP, INC., 1107 Broadway, New York 10, N. Y.

Signature Books, approx. 180 pp., $1.50, R 4-6, I 10: 33 titles including *Story of Joan of Arc, Story of Good Queen Bess, Story of Abraham Lincoln, Story of Andrew Jackson, Story of Christopher Columbus, Story of Crazy Horse, Story of Leif Ericson, Story of Marco Polo, Story of General Custer, Story of Thomas Alva Edison, Story of Louis Pasteur, Story of Clara Barton,* and *Story of Stephen Foster.*

World's Children Series by Olcott, 168 pp., $1.25, R 4, I 8: *Adventures in France, Adventures in Holland, Adventures in Norway, Adventures in Switzerland,* etc.

HOLIDAY HOUSE, 8 West 13th Street, New York 11, N. Y.

The Lands and Peoples Series by various authors, 25 pp., $1.75, R 7, I 6 up: *Arab Lands, Australia, British Isles, China, Dutch East Indies, Egypt, France, Germany, India, Italy, Mexico, Russia, Scandinavia,* and others.

J. B. LIPPINCOTT COMPANY, East Washington Square, Philadelphia 5, Pa.

Munro Leaf's stick drawings, R 3, I 8, about $1.50: *History Can Be Fun, Health Can Be Fun, Safety Can Be Fun,* and *Let's Do Better.*

LITTLE, BROWN AND COMPANY, 34 Beacon Street, Boston 6.

All of the books listed are at a grades 6-8 reading level and high school interest level.

Localities and customs; nineteen titles are available in the American Folkways Series at $4.00, including the following: *Golden Gate Country, Wheat Country, Smoky Mountain Country, Gulf Coast Country, Deep Delta Country, North Star Country, Blue Ridge Country,* and *Rocky Mountain Country.*

Travel and adventure: Andrews, *Heart of Asia,* $3.00; Helmericks, *Flight of the Actic Tern, We Live in Alaska, We Live in the Arctic, Our Summer with the Eskimos, Our Alaskan Winter,* $4.50; Moyat, *People of the Deer,* $4.00.

Biography: Baker, *Cyclone in Calico,* $4.00; Bowen, *Friends and Fiddlers, Yankee from Olympus,* $3.00 and $4.00; Caldwell, *Desperate Voyage,* $4.00; Cottler and Jaffe, *Heroes of Civilization,* $4.00; DeMille, *Dance to the Piper,* $4.00; Eaton, *Pistol Pete,* $4.00; Hall, *My Island Home,* $4.00; Henderson and Taplinger, *Circus Doctor,* $3.50; Keith, *Land Below the Wind, Three Came Home, White Man Returns,* $4.00; Mann, *Ant Hill Odyssey,* $4.00, *Invincible Louisa,* $3.00.

LIVERIGHT PUBLISHING CORPORATION, 386 Fourth Avenue, New York 16, N. Y.

LaMonte and Welch, *Vanishing Wilderness,* R 4-5, I 4 up, $2.98; Kenton, *With Hearts Courageous* (Story of Jesuit missionaries), R 5-6, I 5 up, $2.98. Some may read the *Story of Mankind* or *Story of America* by van Loon, $2.98.

LYONS AND CARNAHAN, 2500 Prairie Avenue, Chicago 6, Ill.

R 4-6, I 8, Supplementary Readers for Social Studies: *Badger Tales,* $1.52; *Boy of the Backwoods,* 48c; *Red Men or White,* $1.08; *Buckeye Tales,* $1.80; *Gopher Tales,* $1.40; *Our Washington,* 68c; *Brazil: Land of Surprises,* $1.20; *Markets of the World,* 80c; *North on the Great River,* $1.60.

THE MACMILLAN COMPANY, 69 Fifth Avenue, New York 11, N. Y.

Inter-American Series, from $2.40 to $3.12, R 3-6, I 8-10: *Yesterday in America, The Lands of Middle America, Spanish Gold,* and *Our Friends in South America.*

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DAVID McKAY COMPANY, INC., 55 Fifth Avenue, New York 3, N. Y.

R 4-5, I 8, The City Books by Cavanaugh, $1.50: *Benjy of Boston, Louis of New Orleans, Pedro of Santa Fe,* and *Sandy of San Francisco.*

R 5-6, I 10, Picture Stories of Other Countries by O'Neill and others, $3.00: *Picture Story of Alaska, Picture Story of China, Picture Story of Denmark,* and "Picture Story" of *Hawaii, Holland, Norway, the Philippines,* and *Sweden.*

CHARLES E. MERRILL BOOKS, 1250 Fairwood Avenue, Columbus 16, Ohio.

World Geography Readers for Middle Grades, 20 individual units such as *The Congo, The Philippine Islands, Canada, North Africa, The East Indies, Alaska,* etc., 15c paperbound.

Little Wonder Books, 8 to 12 titles each for grades 1-6, suitable for Science and Social Studies, 15c: *Plains Indians, Ways of Travel, Land of Cities, Winning the West, Peoples of Latin America, Story of Coal, Navajo Indians, Our Food, Our Shelter, Norway and Sweden,* etc.

JULIAN MESSNER, INC., 8 West 40th Street, New York 18, N. Y.

Written at about a seventh grade level but an interest level of 7-12, the 111 books of the "Shelf of Biographies" have been grouped as follows: Men Who Made History (29 titles), Women of Achievement (7), Music and the Theatre (12), Of Special Catholic Interest (5), Writers (13), Medicine and Nursing (8), Industry and Invention (8), Science (11), Sports (9), and Biographies for Brotherhood (9). Most titles have indexes, glossaries, opus lists, chronologies, maps, and bibliographies, and sell at $2.75 or $3.00. Illustrative of the many titles are these: Music-Theater, *Antonin Dvorak, Gilbert and Sullivan, The Ringlings, Victor Herbert;* Industry and Science, *Glenn Curtiss, Henry Ford, Albert Einstein, Louis Braille, Leonardo da Vinci, Marconi;* Sports, *Casey Stengel, Christy Mathewson, The Jack Dempsey Story, Red Grange, The Ted Williams Story;* Brotherhood, *Chaim Weizman, Cochise,* and *Ralph J. Bunche.*

WILLIAM MORROW AND COMPANY, 425 Fourth Avenue, New York 18, N. Y.

R 5-6, I 10, $2.00-$2.50: Baumann, *Idaho Sprout;* Bleeker, *Indians of the Longhouse;* Eaton, *Lee: The Gallant General;* Syme, *John Smith of Virginia* and *Magellan;* Thomas, *Long May It Wave.*

NEW AMERICAN LIBRARY OF WORLD LITERATURE, 501 Madison Avenue, New York 22, N. Y.

Signet Key Books written for students and adults of limited reading ability, 25c to 50c: Fischer, *Gandhi;* Escher, *A Brief History of The United States;* Gaer, *Lives of Destiny* and *How The Great Religions Began;* Lorant, *The Life of Abraham Lincoln;* Burlingame, *Benjamin Franklin.*

NOBLE AND NOBLE PUBLISHERS, INC., 67 Irving Place, New York 3, N. Y.

R 4-5, I 9: *Our America* by Whalen and Baldwin, $2.00; *Short Stories of Famous Men in History* by Reynolds and Mizell, $1.50; *Short Stories of Famous Women* by Wannamaker, $1.50.

RANDOM HOUSE, INC., 457 Madison Avenue, New York 22, N. Y.

About 80 titles are now available in the Landmark Books, ranging in reading level from the fourth grade to the ninth grade; 192 pp., 20 to 25 two-color maps and drawings, $1.50. Representative titles at two reading levels follow.

R 5: *The Pony Express* and *The Santa Fe Trail* by Samuel H. Adams, *The Wright Brothers* and *The Story of the F. B. I.* by Quentin Reynolds, *The Pirate Lafitte and the Battle of New Orleans* by Robert Tallant, *The Winter at Valley Forge* by Van Wyck Mason, *George Washington Carver* by Anne Terry White, *Teddy Roosevelt and the Rough Riders* by Henry Castor.

R 6: *Paul Revere and the Minute Men* by Dorothy Canfield Fisher, *Prehistoric America* by Anne Terry White, *The Story of the U. S. Marines* by George Hunt, *The Panama Canal* by Robert Considine, *Wild Bill Hickock Tames the West* by Stewart Holbrook, *The Conquest of the North and South Poles* by Russell Owen, and *The Barbary Pirates* by C. S. Forester.

ROW, PETERSON, AND COMPANY, Evanston, Illinois.

Real People Series, 36-page paper-bound booklets at intermediate grades level; I 4 up; 48 biographies sold by boxed groups of six titles at $2.48 per group: Group 1, Explorers and Early Settlers: *Christopher Columbus, Hernando De Soto, La Salle, Captain John Smith, Peter Stuyvesant, Roger Williams;* Group 2, Leaders of the American Revolution; Group 3, Leaders in Western Expansion: *Ah-Yo-Ka: Daughter of Sequoya, John Jacob Astor, Daniel Boone, Zebulon Pike, Rufus Putnam, Narcissa Whitman;* Group 4, Leaders Since 1860; Group 5, Ancient and Medieval Heroes; Group 6, Leaders in an Awakening World; *Akbar of India, Queen Elizabeth, Johann Gutenberg, Prince Henry, Joan of Arc, Leonardo da Vinci;* Group 7, Leaders Who Changed Europe and South America; Group 8, Heroes of Modern Times.

Film-Story Books, 36-page paper-bound booklets at intermediate grades level; I 8; $2.48 per group of six identical books in a box (56c each): *Chinese Children, Japanese Children, Swiss Children, English Children, French Children, Italian Children, Norwegian Children, Spanish Children.*

THE VIKING PRESS, 18 East 48th Street, New York 17, N. Y.

Prices of the following range from $2.50 to $3.50: Lawson, *They Were Strong and Good,* R 4, I 10; Bailey, *Tops and Whistles* and *Children of the Handcrafts,* R 6, I 10: Daugherty, *Daniel Boone,* R 6, I 6 up, and *Of Courage Undaunted,* R 7, I 7 up; Shippen, *I Know a City,* R 7, I 7 up.

FRANKLIN WATTS, INC., 119 W. 57th Street, New York 19, N. Y.

First Books About Peoples Series, R 4-5, I 9, $1.75: Heal, *First Book of America;* Brewster, *First Book of Eskimos;* and "First Books" of *Indians* (Brewster), *Japan* (Mears), *Negroes* (Hughes), and *Presidents* (Coy).

ALBERT WHITMAN AND COMPANY, 560 W. Lake Street, Chicago 6, Illinois.

R 4, I 4 up, $1.25: United States Books by Bailey—"each state's history from beginning to present" (1949-51).

R 5, I 10, $1.50: Tousey, *Wild Bill Hickock* and *John C. Fremont.*

JOHN C. WINSTON COMPANY, 1010 Arch Street, Philadelphia 7, Penna.

Adventure Series, 178 pp., $1.50, R 4-5, I 10, fifteen titles including the following: *Boy for a Man's Job* (Founding of St. Louis) by Baker, *Boy Heroes of Chapultepec* (Mexican War) by Chambers, *Courage to Command* (Capture of Louisbourg) by MacDonald, *Little Wolf Slayer* (Philadelphia's First Quakers) by Cooke, *Lost Colony* (Mystery of Roanoke Island) by Bothwell, *Mosquitoes in the Big Ditch* (Panama Canal) by Burlingame, and *Stolen Train* (Andrew's Raiders) by Ashley.

Land of the Free Series—young heroes, each from a different national background, help build America—approx. 250 pp., $2.75, R 7, I 7 up, fifteen titles including the following: *Footprints of the Dragon* (Chinese and Pacific Railways) by Oakes, *Tidewater Valley* (Swiss in Oregon) by Lundy, *Song of the Pines* (Norwegians in Wisconsin) by Havighurst, *Sign of the Golden Fish* (Cornish in Maine) by Robinson, *I Heard of a River* (Pennsylvania Germans) by Singmaster, *Door to the North* (the Vikings) by Coatsworth, *Colt of Destiny* (California Missions) by Malkus, and *Deep Treasure* (Greek Sponge Fishers in Florida) by Blackford.

SCIENCE AND GENERAL

ABINGDON PRESS, 810 Broadway, Nashville 2, Tennessee.

R 5-6, I 5 up, $1.75-$2.00: Buck, *In Woods and Fields, In Yards and Gardens;* Walsh, *Water, Water Everywhere;* Bechdolt and Benedick, *Going Up: The Story of Vertical Transportation.*

ALADDIN BOOKS, 55 Fifth Avenue, New York 3, N. Y.

R 4, I 8-9, $2.00: Larrick, *See For Yourself;* Jupo, *Nothing to Eat but Food, Nothing to Wear but Clothes.*

R 5-6, I 9-10: Bethers, *Can You Name Them,* $1.75, *Perhaps I'll Be a Railroad Man,* $2.25, and *Perhaps I'll Be a Sailor,* $2.25; Colby, *Who Lives There?* and *Who Went There?,* $1.00.

A. S. BARNES AND COMPANY, 232 Madison Avenue, New York 16, N. Y.

How to Improve Your Sports Series, R 6, I 6 up, 50c: 10 titles on "How to Improve Your" Archery, Badminton, Baseball, Basketball, Bowling, Golf, etc.

Barnes Sports Library, R 6-8, I 6 up, $1.75: 62 titles covering fundamentals, techniques, coaching hints, etc., on Archery, Bait Casting, Basketball, Bowling, Boxing, Cheerleading, Deer Hunting, Football, Jiujitsu, Spearfishing, Weightlifting, etc.

CHILDREN'S PRESS, Jackson Boulevard and Racine Avenue, Chicago 7, Illinois.

Written for the primary level, some of the 24 books in the "True Book" series (43 pp., $2.00) may be used with the most immature and retarded readers: *African Animals, The Circus, Air Around Us, Dinosaurs, Honeybees, Insects, Indians, Tools for Building, Weeds and Wildflowers, Pebbles and Shells, Trees, Plants We Know,* and *Science Experiments.*

R 5, I 5 up, $1.50: Lewellen, *You and Space Neighbors, You and Space Travel, You and Atomic Energy* and *You and American Life Lines.*

COWARD McCANN, INC., 210 Madison Avenue, New York 16, N. Y.

The following books by Colby are primarily picture books on military science with simple text and list at $1.00 with R 4-5, I 4 up: *Air Drop, Danger Fighters, Ships of Our Navy, Submarine, Our Fighting Jets, Arms of Our Fighting Men, Jets of the World, Wings of Our Air Force, Wings of Our Navy.*

R 4-6, I 4 up: Colby, *First Fish* and *First Rifle*, $2.00; Chapel, *The Boy's Book of Rifles*, $3.50; Farrington, *Bill: The Broadbill Swordfish*, $1.50; Dow, *How to Make Doll Clothes*, $1.95; Bloch, *Tunnels*, $2.50; Cothren, *Buried Treasure*, $2.00, *This is The Moon*, $2.50.

THOMAS Y. CROWELL, 432 Fourth Avenue, New York 16, N. Y.

Frank, *Work Boats*, R 3, I 10, $2.50; McCullough and Kessler, *Farther and Faster*, R 3, I 10, $2.50; Morrison, *Yours Till Niagara Falls*, R 4, I 12, $2.00; Coe, *Graven with Flint*, R 5, I 11, $2.50; Hess and Hogner, *Odd Pets*, R 5, I 11, $3.00.

R 6, I 6 up: Branley, *Lodestar Rocket Ship to the Moon*, $2.50; Eberle, *Modern Medical Discoveries*, revised ed., $2.75; Beeler and Branley, *Experiments in Science, Experiments in Optical Illusion, Experiments with Electricity, More Experiments in Science*, $2.50.

R 7, I 7 up: Lewellen, *The Atomic Submarine* and *Birds and Planes: How They Fly*, $2.50 and $2.00; Reck, *Romance of American Transportation*, $3.50.

E. P. DUTTON AND CO., INC., 300 Fourth Avenue, New York 10.

R 5-6, I 10: Mellin, *Horses across the Ages* and *Horses across America;* Self, *Ponies on Parade;* Leyson, *Manty the Mantis;* Teale, *The Boy's Book of Insects.*

R 7-8, I 7 up; most titles list at $3.00: Teale, *The Boy's Book of Photography;* Boff, *The Boy's Book of the Sea* and *The Boy's Book of Flying;* Leyson, *Fighting Crime, Fighting Fire, It Works Like This, Plastics in the World of Tomorrow, Wings Around the World;* Biegeleisen, *Careers in Commercial Art;* Campbell, *Your Careers in Banking;* Denis, *Your Career in Show Business;* Johnson, *Your Career in Music;* Rivers, *Your Career in Advertising.*

GROSSET AND DUNLAP, INC., 1107 Broadway, New York 10, N. Y.

"Big Books," 28 pp., 9½ x 13, R 3-4, I 8: *Big Book of Dogs, Big Book of Real Airplanes,* and "Big Books of" *Real Boats and Ships, Real Building and Wrecking Machines, Real Fire Engines, Real Jet Planes, Real Locomotives, Real Streamliners, Real Trains, Real Trucks, Space, Cars, Wheels,* and others.

HARCOURT, BRACE AND COMPANY, 383 Madison Avenue, New York 17, N. Y.

R 4-5, I 10: Bronson, *Wonder World of Ants*, $2.00; Jordan, *Holiday Handicraft*, $2.50, *How to Sew*, $2.50; Prior, *The Glass Book* and *The Steel Book*, $1.50.

R 5-6, I 5 up: Bronson, *The Grasshopper Book*, $2.25; Ditmars, *Strange Animals I Have Known*, $3.75; Maginley, *Historic Models of Early America*, $2.50, and *Make It and Ride It*, $2.00.

HART PUBLISHING CO., 101 W. 55th St., New York 19, N. Y.

Activity Books, R 3-5, I 9, $1.00; *Barrel of Fun, Giant Book of Fascinating Facts, Crosswords and Quizzes, Fun on Wheels, Jumbo Funbook, Nature Funbook, Science Funbook,* and *Animal Funbook.*

J. B. LIPPINCOTT CO., 2275 Sixth Street, Philadelphia 5, Pa.

R 5-7, I 5 up, $2.50: Leeming, *Tricks Any Boy Can Do, Fun with Boxes, Fun with Clay, Fun with Magic,* and *More Fun with Magic.*

LITTLE, BROWN AND COMPANY, 34 Beacon Street, Boston 6, Mass.

R 6-8, I 6-12: Benchley, *My Friends the Apes,* $3.00; Sanderson, *The Silver Mink,* $2.75; Duncan, *Dog Training Made Easy,* $2.75; Lowndes, *A Manual for Baby Sitters,* $2.00; Murray, *Skygirl,* $3.00; Purdy, *Kings of the Road,* $5.00; Sanderson, *How to Know the American Mammals,* $2.75; Sloane, *Eric Sloane's Weather Book,* $3.75.

LOTHROP, LEE, AND SHEPARD CO., 419 Fourth Avenue, New York 16, N. Y.

R 3-5, I 9, $1.75-$2.50: Neurath, *Let's Look at the Sky, Wonder World of Animals, Wonder World of Birds, Wonder World of Insects, Rockets and Jets;* Meyer, *Picture Book of Electricity, Picture Book of the Weather,* and *Picture Book of the Earth.*

THE MACMILLAN COMPANY, 60 Fifth Avenue, New York 11, N. Y.

Sports Readers, R 3-4, I 8, $2.30 approx.: *Fun in Swimming* and *Fun Outdoors.*

Aviation Readers, R 4-6, I 10, $2.00 approx.: *Airplanes at Work, The Men Who Gave Us Wings,* and *Aviation Science for Boys and Girls.*

R 5-6, I 5 up: Jaeger, *Nature Crafts* and *Tracks and Trailcraft;* Petersham, *America's Stamps;* Lent, *Tugboat* and *Eight Hours to Solo.*

CHARLES E. MERRILL BOOKS, 1250 Fairwood Avenue, Columbus 16, Ohio.

Little Wonder Books, 8 to 12 titles each for grades 1-6 suitable for Science and Social Studies, 15c: *Our Health, Protection in Nature, Pioneering in Science, Pioneering in Agriculture, Aviation, Pioneering in Industry, The Weather, Solar System, Electricity and Magnets, Bees and Ants,* etc.

WILLIAM MORROW AND COMPANY, 425 Fourth Avenue, New York 16, N. Y.

R 3-4, I 8-9, $1.75 approx.: Zim, *Goldfish, Elephants, Frogs and Toads, Owls,* and *What's Inside of Me?;* Webb, *Song of the Seasons.*

R 5-6, I 10, $1.75 approx.: Zim, *Dinosaurs, Homing Pigeons, Rabbits, Things Around the House;* Mason, *Animal Tracks and Animal Weapons;* McClung, *Ruby Throat: The Story of a Hummingbird;* Selsam, *Play With Plants* and *Play With Trees.*

NEW AMERICAN LIBRARY OF WORLD LITERATURE, 501 Madison Avenue, New York 22, N. Y.

The Signet Key Books are recommended for students and adults of limited reading ability and range in price from 25c to 50c. Some titles which most teenagers will be able to read with interest are *How to Land the Job You Want* by Willing, *Flight Into Space* by Leonard, *How to Make a Success of Your Marriage* by Chesser, *Your Way to Popularity and Personal Power* by Bender and Graham, *Science in Our Lives* by Calder, and *Hobbies for Pleasure and Profit* by Coon.

The Signet and Mentor books are widely used for required or supplementary reading in high scohols and many of the less retarded readers will find something for them among the contemporary novels, science fiction, westerns, and biographies.

G. P. PUTNAM'S SONS, 210 Madison Avenue, New York 16, N. Y.

The following are primarily picture books with short, simple text: Bunce, *Freight Train,* R 3, I 10, $2.00; Todd, *Trucks, Tractors and Trailers,* R 4, I 10, $2.00; Growden, *Freighters and Tankers,* R 4-5, I 10, $2.00; Buehr, *Through the Locks,* R 4-5, I 10, $2.25.

R 4-5, I 8, $1.95: Fishel and Others, *Terry and Bunky Play Basketball, Terry and Bunky Play Hockey, Terry and Bunky Play Football,* and *Terry and Bunky Learn to Swim.*

RANDOM HOUSE, INC., 457 Madison Avenue, New York 22, N. Y.

Gateway Books Series, R 5-6, I 10, $2.75; Steinman, *Famous Bridges of the World;* Moran, *Famous Harbors;* Talbert, *Famous Airports;* Nathan, *Famous Railroad Stations;* White, *Famous Subways, Tubes, and Tunnels.*

ROW, PETERSON, AND COMPANY, Evanston, Illinois.

Basic Science Education Series, 36-page Unitexts for grades 1-9, but without grade designation; 84 paper-bound booklets, 27c net (five or more books) for each book at intermediate and junior high level.

R 4, 12 titles available: *Seeds and Seed Travels; Clouds, Rain, and Snow; The Air About Us; Magnets; Gravity; Fire; Toads and Frogs; Animals of the Seashore.*

R 5, 12 titles available: *Plant Factories; Spiders; The Sky Above Us; Stories Read from the Rocks; Animals of Yesterday; Sound; You as a Machine; Fishes; Reptiles.*

R 6, 12 titles available: *Insects and Their Ways; Dependent Plants; Electricity; Machines; Plant and Animal Partnership; The Scientist and His Tools; The Earth a Great Storehouse.*

WILLIAM R. SCOTT, INC., 513 Sixth Avenue, New York 11, N. Y.

R 2-4, I 8, $2.00: Selsam, *All About Eggs and How They Change into Animals, Time For Sleep,* and *All Kinds of Babies and How They Grow;* Webber, *Bits That Grow Big;* Schlein, *Fast Is Not a Ladybug* and *Heavy Is a Hippopotamus;* Schneider, *Let's Find Out* and *How Big Is Big.*

R 5-6, I 4 up: Webber, *Thanks to Trees,* $2.00; Schneider, *More Power to You,* $2.50; *How Your Body Works,* $2.75; *Rocks, Rivers, and the Changing Earth,* $3.00; *You Among the Stars,* $2.25; *Let's Look Under the City,* $2.00, and *Let's Look Inside Your House,* $2.00.

SIMON AND SCHUSTER, INC., 630 Fifth Avenue, New York 20, N. Y.

Designed for the primary and intermediate grades, some of the Golden Books have been used with remedial groups at upper levels: *Golden Book of Indian Crafts and Lore,* R 3, $2.50; *Pirates, Ships and Sailors,* R 3, $3.00; *The Golden Geography,* R 2, $5.00; *Golden Book of Ships and Boats,* R 4, $1.75; *Golden Book of Airplanes,* R 4, $1.75; *Golden Book of Trains,* R 4, $1.75.

The Golden Nature Guides by Zim and others, with over 100 illustrations each, have a reading difficulty level of about grade 5, an interest level of 5-12, and list at $2.00: *Birds, Flowers, Insects, Reptiles and Amphibians, Stars,*

Trees. At the same level and price is a new volume, *The Living Desert,* based on the Disney film.

TURNER E. SMITH AND COMPANY, 441 W. Peachtree Street, N.E., Atlanta.

R 4-7, I 10, $2.96: Baker, Harris, and Rogers, *Southern Nature Stories,* Books I, II, and III.

R 6-8, I 12: Chapman, Fitch, and Veatch, *Conserving Soil Resources,* $3.39; Elliott, *Conservation of American Resources,* $3.39; Cope, *Front Porch Farmer,* $2.96.

THE TEEN AGE BOOK CLUB, 33 West 42nd Street, New York 36, N. Y.

Sponsored by Scholastic Magazines, the Club publishes and distributes a large number of books of other publishers at various difficulty levels at 22c, 31c, or 44c in a minimum 20-book order; large collection of sports, animals, and mystery stories. Illustrative general titles: *Dennis the Menace; More Dennis the Menace; Ripley's New Believe It or Not; Andy's Everyday Encyclopedia; Boy Dates Girl* and *Hi There, High School* by Gay Head; and *Baseball for Everyone* by Joe DiMaggio.

THE VIKING PRESS, 18 East 48th Street, New York 17, N. Y.

An interest level through high school marks the following: Metcalfe, *Copper: the Red Metal,* R 5, $2.00; O'Reilly, *The Glob,* R 4-5, $1.50; Elkin, *You Can Write Chinese,* R 5, $2.00; Billings, *Diesel Electric 4030,* R 5, $2.50, and *Construction Ahead,* R 6-7, $3.00.

FRANKLIN WATTS, INC., 119 W. 57th Street, New York 19, N. Y.

R 4, I 8, 70 pp., $1.75: First Books about Transportation Series including *First Book of Automobiles, First Book of Boats,* and "First Books" of *Space Travel, Trucks, Trains, Airplanes,* and *Bridges.*

R 4-5, I 9, 70 pp., $1.75: First Books about Nature Series including *First Book of Bees, First Book of Birds,* and "First Books" of *Bugs, Cotton, Plants, Snakes, Stones, Cats, Dogs,* and *Horses.*

R 6, I 5 up, $1.75: Wyler, *First Book of Science Experiments* and *First Book of Electricity.*

WHITTLESEY HOUSE, 330 W. 42nd Street, New York 18, N. Y.

R 4-6, I 4 up: Frost, *Rocket Away,* $2.00; Scwartz, *It's Fun to Know Why,* $2.25; Schneider, *Every-day Weather and How It Works,* $2.75; Hyde, *Flight Today and Tomorrow,* $2.50; Burns, *World Full of Homes,* $2.50.

JOHN C. WINSTON COMPANY, 1010 Arch Street, Philadelphia 7, Pa.

R 4-5, I 9: Story Books by Petersham and Miska, a series of 18 books at 75c each and including *Story of Food, Story of Houses, Story of Transportation, Story of Iron and Steel, Story of Oil, Story of Sugar, Story of Rice, Story of Wheels, Story of Coal,* and *Story of Ships.*

WORLD PUBLISHING COMPANY, 2231, W. 110th Street, Cleveland 2, Ohio.

R 5, I 5 up, $4.95: Ahnstrom, *Complete Book of Helicopters;* Scheele, *Prehistoric Animals;* Tunis, *Weapons.*

What Do Intelligence Tests Test?

EARL W. KOOKER
Associate Professor of Education, North Texas State College

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THE TEACHERS in Public School X, seated around cafeteria tables during lunch hour, are as usual discussing their pupils' fascinating foibles. If we eavesdrop we may hear the following typical conversations, revealing conflicting positions.

TABLETALK ONE

MISS GREEN: "Sally, you had Charlie Wilson in your class last year, didn't you?"

MISS BROWN: "Yes, I did. I hope you don't have him now."

MISS GREEN: "Oh, but I do, and I'm desperate. I don't think I can do a thing with him. He misses school so much—has to work at home a lot, I hear. Gracious, he's always behind in his work."

MISS BROWN: "Gladys, just between us girls, Charlie is a moron. I wouldn't worry about him. Last year in my room we gave an intelligence test and found he had an IQ of 70. You really can't do much with that kind of student. You just have to hope he doesn't become too much of a behavior problem. Just keep him busy."

About this time, MISS BLACK, setting down her tray, enters the conversation: "Speaking of low IQ's, girls, did you hear that Jane Starrett is attending the University this year? Somehow she has been terribly misguided, because she certainly wasn't very bright in her work with me."

MISS BROWN: "I don't know how she can expect to get through even her freshman year. Goodness, when she was in my room here, her IQ was just barely out of the normal range—113, or close to that, as I recall. Someone should have told her that a person needs an IQ of at least 120 to graduate from college."

TABLETALK TWO

Here we find teachers discussing an announcement just received from the principal. MISS WHITE, looking up from her chocolate cake, opens the conversation with a sigh, saying to MISS GRAY, "Well, I suppose you received the good news concerning giving intelligence tests next week? Oh, when are we going to get out of the Dark Ages around here! No half-way up-to-date school gives them any more."

MISS GRAY: "Isn't that the truth, Mabel! Any good teacher knows more about her kids than any IQ test can tell her. Do you know that last year one of my best pupils, Jackie Jones, made only 108 on the test? Why, I know he's much brighter than that. He's such a sweet boy. He always gets his papers in on time, and he does just about the neatest work I've ever seen.

Anyone knows there's lots more to being intelligent than any IQ test measures. Education specialists with their heads in the clouds. All theory."

MR. BLUE (up to this point listening rather patiently, with only a slight tapping of his spoon on the table): "The thing that really irks me is that even those be-clouded experts don't agree. Last year at summer school our psych prof told us that such tests were a relic of mechanistic psychology which almost nobody who is anybody believes in any more. Besides, he said a person's test performance doesn't tell you anything about how he will behave outside of the test situation because everyone responds differently to the same stimulus. Of course, as you'd expect, he thought we should all give the same answers to the questions of HIS exams. But, in spite of his opinion, they still teach a course in intelligence testing at the college. 'Do as some of us say, not as most of us do,' is their slogan."

MISS WHITE: "You're not kidding, Jack, but more confusing yet, the rascals still turn out principals who make teachers give IQ tests. It beats me."

GUIDING PRINCIPLES

Admittedly, these two conversations represent diverse and perhaps exaggerated points of view, although undoubtedly one can find individuals who would subscribe to the opinions expressed in both instances. Most of us, however, would prefer to adhere to some position around midfield. We would not wish to let IQ tests become our masters, making decisions for us. Neither would we wish to use their results as an excuse for doing nothing. Nor would we choose to discard them as useless relics of a bygone era (or error), permitting them to be replaced entirely by highly subjective evaluations.

How, then, can we use these instruments to accomplish our goal of helping a child to live a happy, productive life in our democratic society? How are we to answer the critics of even such a middle-ground position? Is the use of these measures compatible with modern educational philosophy and psychology?

To find an answer to these questions we first need to examine just what kinds of information an intelligence test will give us, for many of the disagreements regarding its usefulness seem to arise from a divergence of opinion as to what a test measures—what the test score "means." (Yes, some would say, "It has no meaning.") More specifically, we are asking, "What will the test enable us to predict about the child's behavior in other situations?" Or, "How will the results better enable us to explain the individual's behavior in other situations?"

WHAT IS A TEST?

In order to determine what information a test will give us, let's first examine what a test is. Any test, including one yielding an

IQ, is only a sample of an individual's total behavior repertoire. In the case of an intelligence test the examination consists of a sample of the individual's performance on a rather specific series of tasks, gathered under controlled conditions in response to rather detailed instructions. Of course, there are many factors which may influence this performance at any single time. The physical condition of the subject, whether the subject understands instructions, the relationship the tester is able to establish with the subject, and many conditions of which we may not even be aware—all may affect his behavior. In standardized test situations an effort is made to control these factors.

Immediately the question is raised: "How do we know which of these factors, or combinations thereof, affect the performance?" The answer is that we don't, unless we can empirically demonstrate that they are present and do affect performance. When we have done our best to control all those we know about, all we can say is, "This is a description of the individual's performance under these conditions, and these are the factors which we can't control."

The next task facing the test-maker is to demonstrate empirically that there is a relationship between this segment of behavior and a larger segment, or a "true-life" situation. In the case of intelligence tests this latter behavior must be the kind one is willing to label "intelligent." Here, of course, is one basic point of conflict between the "to-test" and "not-to-test" groups. Like the teacher in the cafeteria who said that intelligence tests do not measure intelligence, many have said, "Well, he gets all A's in college, but I wouldn't call him intelligent." All that's happening in this instance is that people are voicing differences of opinion as to what kind of behavior should be termed "intelligent."

Perhaps intelligence tests as they now exist may not give us much information about how an individual will behave in a social situation. But this does not necessarily mean that they will tell us nothing about his learning behavior in an academic situation. Certainly, unless one wishes to close his eyes to hundreds of studies which have demonstrated a degree of relationship between a person's standing on IQ tests and performance in school, we must admit an individual's performance on an IQ test situation does tell us something about how a person will behave in others.

Some critics of IQ tests seem to feel that because one holds there is a relationship between a test score and school performance he must believe that the kind of abilities demonstrated on a test are the only factors which determine such performance. This, of

course, does not have to follow, and because one says that test behavior is related to school learning in no way invalidates the possibility of other factors also influencing it. To illustrate, suppose that the individual administering the test to a pupil had been able to establish excellent rapport with him, whereas the classroom teacher was very antagonistic toward the child. As a result, the pupil might display a high level of performance on the test and a low level in school.

Obviously, the fact that the relationship between test behavior and school performance is not perfect must indicate the presence of other factors. But it accomplishes nothing to say, "We'll throw away what we do know because we don't know it all." Nor does it suffice for persons to give these other factors labels such as "motivation" or "effort" and then act as though they have provided an explanation of how they operate, e.g., "IQ tests are useless because they don't take effort into account." To summarize, then, an IQ is purely an operational definition of performance in a specified situation where this performance has been demonstrated to be related to *certain* other kinds of behavior.

WHAT IS INTELLIGENCE?

One should notice that up to this point nothing has been said concerning intelligence tests serving as a measure of "potential capacity," e.g., what an individual could do under optimum conditions or if he had had different opportunities to learn.

One quite often encounters statements such as, "What would intelligence tests test if intelligence tests could test intelligence?" Or, "No good measure of innate intelligence has yet been formulated." Very frequently the individual emitting such an utterance is hard put to explain what he means by "innate intelligence," or he may state that it is that part of intelligence determined by the genes. Quite obviously, we could never demonstrate to his satisfaction—at least at our present level of knowledge—that we had a measure of this "kind" of intelligence, because to establish a relationship between it and performance on an intelligence test one must have a measure of both variables. Not that we mean to infer that some factors which are "inside the head," or are related to heredity, may not play a part in determining behavior which one might wish to label "intelligent." The point is it's not very scientific to use the word "intelligence" to denote these hypothetical factors and then employ this name as though it ex-

plained something, e.g., "He's not very intelligent; therefore, one can't expect him to learn."

Unfortunately, what often seems to happen is that intelligence tests are used as though they were a measure of this mysterious something, or of whatever concept of intelligence the person using the test happens to have. What the user forgets is that the test will give him no more information than is allowed by the operations which went into the formation of the test. That is, there is a great deal of difference between saying, "There is a relationship between this test score and certain kinds of behavior which is called 'intelligent' if the individual stays as he now is" and in stating, "This test measures what a person is potentially (often innately) capable of if conditions are optimum or if he has many new opportunities to learn."

This latter conclusion would have to be based upon some very tenuous assumptions. Suppose that a group of children all had had the same opportunities to learn and under the same motivational conditions; in fact, that all factors which influence learning—whatever they are—were constant for all children. Grant that we gave a performance test to this group and that performance on the test was influenced in exactly the same manner by present factors. Then we might be able to conclude that differences in performance were indicative of differences in some kind of capacity to learn. It is obvious that no such equality of conditions exists for members of a group, but they do exist more nearly for some members of a group or members of certain sub-groups than they do for others. In fact, the aim of "culture-free tests" is to equalize different opportunities to learn by using the kinds of tasks on a test which will not penalize individuals because they belong to certain cultural groups.

No test score, then, can be interpreted as being entirely a measure of potential capacity. Furthermore, the same IQ as obtained by two different individuals might have an entirely different meaning. As a case in point, suppose two children of the same age were to "make" an IQ of 80 on a test. Let's say, moreover, that one had attended school regularly and had received remedial help, good instruction, and so on. The other child, on the other hand, had missed school a great deal, perhaps not even having attended at all. We might with reasonable accuracy predict that with their present abilities both would have difficulty in performing at a level characteristic of children of their age. We might make entirely different predictions for their eventual functioning level.

This brings us to the question of whether similar responses by two individuals mean anything in common. Do they enable us to predict that behavior will be similar outside the test situation? First, let us say that the responses are made to a situation and not to any microscopic stimulus existing in a vacuum. That is, in the test situation the individual is responding to the examiner and the testing environment as well as to the test item. But, again, we attempt to keep the situation as constant as possible.

Secondly, "similar responses" does not mean that every gland must secrete the same number of milligrams of hormones or each minute muscle twitch in the same fashion. We select a part of the individual's total response pattern which is similar in a molar way and let this be the segment of behavior which we use. More specifically, two people can agree on the same definition of "calves" without having the same mental image of equally fattened young bovines. We can, accordingly, use that part of the response *which is observable* to enable us to predict fairly accurately whether the two individuals will use the word "calves" correctly in other situations. As has already been mentioned, the more "alike" the individual's previous experiences, the more likely their test performances are to have similar meanings.

If we use "responses" and "stimuli" in the way just described we have also answered the objection made by Mr. Blue, who maintained that individuals do not respond in the same fashion to the same stimuli. Surely, however, some people do and still more may be taught to do so. If they could not, stop lights would not control the flow of traffic; nor could we even communicate by means of words. If a subject in a test situation does not make the generally accepted response to a task, this knowledge would be of value to the teacher or counselor in working with the child, because this may very well mean he'll have difficulty making adjustments in other situations.

This leads us to the final question of the usefulness of such instruments, granting that they do accomplish the purposes outlined above.

THE IQ TEST AND THE "WHOLE CHILD"

In this age of "whole children" and "individual differences," planning with the guiding youngsters, rather than manipulating them, where does the IQ test fit in? To simply say to a teacher, "Really, don't you know the 'whole child' comes to school?" is not very comforting, to put it mildly, for there are different kinds

of whole children, as any good teacher is well aware. She needs some way to tell them apart. It's true that a child is not merely some strange algabraic sum of his parts—one child may be made up of different parts than another youngster. If a teacher can measure these different parts she will know what kind of "whole child" she is working with, and this she must do if her teaching is to be effective.

Remember the teacher in Tabletalk Two who spoke of "the sweet boy"? She would probably have denied that his sweetness had anything to do with her evaluation of his performance. Yet it very likely did. Also, observations gathered of behavior "as it just happens" allow factors to operate about which the "not-to-test" group often complain are influencing test performance. At least in the test situation, though, there is some concerted effort to control them.

Finally, observing the "entire" human being in a complex situation may not allow us to make a diagnosis as to which "part" is not contributing to the whole in a satisfactory manner. Suppose, for example, that a child is not acquiring the skills necessary to enable him to function as part of the group. It certainly solves nothing to say, "That's the way a whole child will behave." Or, "He's just a lazy whole child." Or, "That's just so, because, you see, individual differences are operating." The intelligence test, used in connection with other measures and other observations, may help us find the cause. And once we know the cause we can act, since we are now in a position to help the individual student make whatever adjustments are necessary—our goal as good teachers.

The Influence of Older Siblings

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AMONG the commonly gathered items of information about pupils on which no scientific studies have been made are the facts concerning siblings—their number, age, sex, schooling, occupation, and whether living at home or away. With a view to ascertaining, at least partially, the importance of information about siblings, the study here reported[1] was launched to try to determine the influence of older siblings on the occupational choice, educational plans, and/or achievement of ninth and twelfth grade pupils. Principal questions for which an answer was sought were the following:

1. Is there a relationship between the educational ambitions of students and the educational attainment of older siblings?

2. Is there some relation between the occupational aim of the student and the occupational status of an older sibling of the same sex?

3. Have older siblings been influential in the educational and vocational plans of the students? In what way?

4. Do parents use the example of older siblings in an effort to influence the school record, behavior, occupational plans, and educational ambitions of younger members of the family?

5. Do teachers refer to older siblings with the aim of influencing the student?

The data necessary for the study were obtained by having each of 2204 pupils in the ninth and twelfth grades of some twenty high schools of Central Pennsylvania answer a questionnaire. These 2204 had one or more older siblings. For the tabulation of responses, the pupils were divided into four groups: Grade 12 boys, Grade 12 girls, Grade 9 boys, and Grade 9 girls. Space will not permit reporting the findings here in detail, but the major results will be described.

The pupils were asked, first, to give the following data about older brothers and sisters: name, sex, age, highest school grade completed, occupational training, and present occupation. Then

[1] This article reports essential elements of the writer's doctoral dissertation, done under the direction of P. W. Hutson of the University of Pittsburgh, and now on file in the University of Pittsburgh Library.

they were asked if they planned to continue schooling beyond high school, and to state what work they planned to do when they finished school. From these responses it was possible to compare the years of schooling the pupils were planning for, with the years of schooling which older siblings had actually obtained. This comparison showed that 40-50 per cent of the pupils were planning for more schooling than older siblings, that 40-50 per cent were planning for the same length of schooling, and that 5-10 per cent were planning for less schooling.

Parallel to this finding was one obtained by comparing the occupational affiliation of older siblings with the occupational aspirations of the pupils. That is, in terms of education or skill required, the occupations chosen by 40-50 per cent of the pupils were more advanced than those with which older siblings were affiliated, 40-50 per cent were on the same level, and 5-10 per cent were on a lower level.

The next question asked of the pupils was as follows: "Have older brothers or sisters influenced, or tried to influence, your educational and vocational plans, either by their example or by their advice? Yes or No. Please describe." Table 1 shows the three major categories of remarks or advice reported by the pupils as given by their older siblings, with the numerical frequencies of their mention. The table shows a considerable recognition by pupils of influence from this source.

TABLE 1

Most Frequent Remarks by Older Siblings to Influence or Try to Influence Pupils' Educational and Vocational Plans

	Grade 12 Boys	Grade 12 Girls	Grade 9 Boys	Grade 9 Girls
General admonition to continue schooling				
A. To go to college	54	57	30	52
B. To finish high school	46	57	123	135
Recommending a specific occupation not indicated as their own	20	25	25	54

A final question was based on the known fact that parents and teachers have often tried to influence a pupil by referring to the example of an older brother or sister. Generally speaking, such practice is not recommended. In numerous case studies, comparisons of that sort have been found to have contributed to mal-

adjustment. To get some idea of the frequency with which boys and girls thus feel the example of older siblings employed to influence their conduct, the following question was asked: "Have your parents or any teacher tried to influence you by referring to the school record, behavior, occupation, or education of an older brother or sister?"

Table 2 gives the percentages of pupils answering "yes" in each of the categories which were the object of inquiry. Quite plainly, parents brought up the example of an older sibling much more frequently than did any teacher.

TABLE 2

Percentages of Students Who Asserted that Parents or a Teacher Had Pointed to the Example of an Older Sibling in (1) School Record, (2) Behavior, (3) Occupation, (4) Education

	Parents	A Teacher
School Record		
Grade 12 Boys	28.9	13.9
Grade 12 Girls	24.6	10.0
Grade 9 Boys	43.0	23.9
Grade 9 Girls	39.4	20.5
Behavior		
Grade 12 Boys	24.0	12.2
Grade 12 Girls	20.0	5.9
Grade 9 Boys	37.7	24.2
Grade 9 Girls	38.8	16.8
Occupation		
Grade 12 Boys	20.3	7.3
Grade 12 Girls	17.5	2.4
Grade 9 Boys	28.5	10.4
Grade 9 Girls	27.2	9.3
Education		
Grade 12 Boys	30.3	21.7
Grade 12 Girls	24.4	8.1
Grade 9 Boys	44.8	25.5
Grade 9 Girls	47.9	20.1

The reason for this difference could easily be the fact that in the case of many teachers the pupil's older sibling was unknown to them.

Table 2 also makes it evident that Grade 9 pupils are referred to the example of older brothers and sisters much more frequently than are Grade 12 pupils. Perhaps the school record, behavior,

and educational and occupational plans of these high-school seniors are and have been more satisfying to parents, so that in their upbringing there has been less occasion to refer to an older sibling, than is true of the pupils currently in the ninth grade. Many of the latter group will certainly be dropping out of school before they get to the twelfth grade, and their school leaving may be associated with poor school records, slothful and willful behavior, low educational and occupational aspirations. Thus, the selective factor seems to be a likely explanation for the difference between Grades 12 and 9 in Table 2.

There must be an infinite number of less tangible ways in which a pupil is affected by having older brothers and sisters. The method of this study was such that it could utilize only the pupil's own testimony, and that in limited particulars. The study shows that it is difficult to assess or give any definite weight to the significance of brothers and sisters as part of the environment of the child. Nevertheless, older siblings are to be reckoned with as elements of the world which impinge upon the pupil. The reckoning must be individual in every case.

One who counsels students must ever keep in mind that each one has his distinctive potentialities born of different abilities and different environments. A child does not have the same parents as his older siblings. The parents change—they are different parents of each new child. No two children in the same family are alike, and they do not grow up in the same world. Hence, no member of a family should be expected to follow the pattern of an older sibling. Let the school operate as a reasoned force, analyzing each child's abilities and interests and helping him to find appropriate goals and adjustments, uninfluenced by what his sibling was or is.

Do's and Don'ts of High School College Days

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COLLEGE DAYS! Why have College Days? Do they upset the routine and disturb the students? Are college representatives sometimes perplexing?

A day provided for discussion concerning future training is a holiday from regular studies. It provides incentive and necessary time for inspired concentrated consideration of future years.

The day is an educational adventure. These meetings between students and college personnel may be the turning point for some girls and boys. Decisions may be made to press on toward a higher education. Many teachers indicate that after the program is over questions are asked concerning continuation of education.

The serious purpose of most high school students is impressive. They want good answers. Draft boards have made their impression. The average student is eager to learn facts concerning college attendance and also relating to a future profession.

High school students note the strange, unfamiliar, academic countenances which confront them upon the opening of College Day. What can these dignified, mature, and austere individuals tell them about their future? They simply do not aspire to attaining this singular appearance. How can college representatives approach this vast sea of seething youth at an opening assembly?

There are several ways in which the visitors may advance toward the realm of understanding. Some of these methods and means are so small and so simple as to be frequently overlooked by such highly trained minds. Their importance, however, should not be minimized. They may equal success or failure in the representation of a particular college or university. This is a task of selling education. The representative must be pleasing to the principal, the teachers, and certainly to the prospective students.

An invited guest on College Day should arrive on time. This is a courtesy which should not be overlooked.

Would it not be advisable for ladies to wear bright colors which are most appealing to the students? If a coiffure which is fresh and becoming is chosen would this not be more attractive than an

unbecoming large brimmed hat or a small one which is not flattering? Perhaps recent hair cuts would be advisable for the gentlemen. Should not a flashy tie be exhibited? Also clothes should be well pressed at all times. What is more uninteresting or more boring to a high school student than to sit and gaze upon a college representative attired in a dull suit with drab tie which may have been a surprise last Christmas or a sombre suit with no jewelry nor kerchief to relieve the gloomy aspect? It may be even worse for the visitor to seem too cold if the weather is freezing or to appear too warm if the temperature is high. There must be a buoyancy and a freshness in appearance if high school students gain a keen desire to attend a particular institution of higher learning.

When an attractive, magnetic appearance has been attained, how should a college representative appeal to a high school audience? If speeches are made, one following another, the students may simply become confused. If the goal of the address is to interest the students so that the college representative will be followed to an assigned room by a large number of prospects, the necessity does not arise for making the last speech in order to be remembered, but the necessity *does* arise to appeal to the students by saying something which will be remembered even though many speeches may follow.

A very fine compliment indeed is for a college representative to be asked whether he or she is a student or a teacher. How can we approach the student level? To draw near this desirable status the representative must first tell the students something they will enjoy. Sometimes to acquire the desired atmosphere it is necessary to tell one or more stories to provoke laughter. Jokes, however, are not always the best means of penetration and relaxation before academic problems arise.

The representatives should know the answers. Principals sometimes complain that their visitors cannot satisfactorily reply to questions of the students. Speeches should be not only entertaining but they should be informative.

There are some courtesies which the high school may extend and which help to make the day more pleasant and more profitable for all concerned. Visitors sometimes travel long distances. Most of these college people are alone. The association with other representatives is most gratifying. There is something which the high schools can include in their programs which fosters an atmosphere of friendship and warmth. A coffee party at the beginning of the

program is refreshing after a long trip before daylight. Such a gesture makes it unnecessary for the representative to locate a local restaurant in which to have a cup of coffee. A.A.U.W. groups sometimes sponsor such informal meetings. An early morning coffee is a means of acquaintanceship with those who will participate in the program of the day. When representatives have traveled distances and will arrive at the destination the night before the program, a dinner or reception at a downtown hotel might be a means of getting acquainted.

Guides are usually appointed for college representatives. Both students and faculty members may be very helpful to visitors.

Many high school principals and guidance officers ask college representatives what may be changed to improve schedules for College Days. It seems that the best program for everyone concerned is scheduled during one-half day. Perhaps as much can be accomplished in this length of time as can be gained during an entire day. The program seems to start well when there is an opening assembly, with each representative limited to remarks of only a few words. For best results speeches should not exceed three minutes. One arrangement which works well is to have each student assigned to representatives of institutions of first, second, and third choice. Periods may be scheduled for a minimum of thirty minutes or a maximum of forty minutes. After the assembly, haphazard wandering from room to room should not be permitted. With such aimless rambling permitted, neither students nor representatives can accomplish the maximum benefits from the program. Neither does it seem that a scheduled counseling period at the end of the program is beneficial. If there are individual questions, the college representative is usually willing to stay as long as is necessary to give satisfying answers.

College Days usually are attended by invitation only. But if a free day presents itself, many times it is mutually advantageous for a college person to call the principal of a high school asking for an appointment if a College Day program has not been planned. If an appearance before the student body can be arranged, there is not so much competition from other institutions and the results are sometimes quite surprising.

College Days are advantageous if high school youth are to be adequately equipped to advance in our civilization. To provide a situation which is conducive to higher education is necessary in high schools of today.

Organizing for Secondary Reading Improvement

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READING is a gradual process of growth. In the early grades teachers emphasize the simple skills and abilities that children need for word recognition and idea-getting. In the intermediate grades these abilities are refined. At the secondary and college levels the more complex reading abilities are stressed. Here, students learn to use the library, to evaluate what they read, to select main ideas and to outline. Since reading growth is a continuing process, it becomes the responsibility of teachers at all levels, elementary, secondary and college, to help students to improve their ability to read.

Factors Complicating the High School Reading Problem. Several factors contribute to complicate and enlarge the high school reading problem. The growth of the public high school in America since 1900 is little short of phenomenal. It is now estimated that seventy-five per cent of all adolescent youth are enrolled in our schools. The "masses have replaced the classes." This change in the complexion of the secondary school enrollments has enlarged the high school reading problem.

A second factor that complicates the reading problem at the secondary level results from recent changes in administrative policy with respect to promotion. Oftentimes children are promoted on the basis of total achievement, social development, and other factors instead of upon excellence on any one subject such as reading. Thus many children get into the junior and senior high school lacking adequate reading ability.

On the other hand, changes in modern methods of teaching require use of large amounts of subject matter. The single basic text of a generation ago is no longer sufficient. As an example, the social studies in many schools are taught by the unit method. This requires the use of several books from the subject matter areas of history, civics, geography, and sociology. Thus high school students are called upon to do more reading than ever and to do it in more fields.

A fourth factor which complicates the reading problem is the growth in the scope of human knowledge. The printing presses are constantly pouring out new books about subjects which were not even known forty years ago. Television, fission, radar, and high fidelity are a few examples. More than 10,000 new books come off the presses each year. Magazines and newspapers are available in huge amounts. As the number of books increases with the growth of knowledge, teachers are required to revise their teaching methods to include wide reading. The students, with more reading to do and with less time to do it in, are faced with a necessity of increasing their comprehension and speed of reading. They must learn to skim and to evaluate. Moreover, they must learn to locate pertinent information quickly.

A fifth factor which further complicates and enlarges the reading problem in high school grows out of the complexities of modern civilization. Automation is producing a shrinking world. Living is speeding up.

All of these factors make it necessary for teachers at the secondary level to give increased attention to the importance of reading. They can no longer leave this difficult and complicated task solely to the elementary schools. Every teacher is truly a teacher of reading. Therefore, secondary teachers must add the responsibility of reading improvement to all the other responsibilities they have as high school teachers.

The Administrator's Responsibility. The alert school administrator is concerned about improving learning on the part of pupils. Everything he does is guided by this fundamental purpose. One of the administrator's constant challenges is the improvement of teachers in service. Since reading is still the major method of learning, the administrator must, of necessity, give special attention to reading at all levels, from kindergarten through college. He finds it necessary to give attention to techniques of in-service improvement. There are a wide variety of these. The good administrator is constantly evaluating them in order to determine how they may be applied to reading.

The possibilities are almost endless. The workshop, regardless of its length or type, makes it possible for teachers at all levels and in all sizes of school systems to study together the reading problems. It permits secondary teachers to get a better understanding of the problems of the elementary school. Conversely, it helps the ele-

mentary teachers to understand the problems which the secondary teachers must solve when children enter the secondary school deficient in reading abilities.

Cooperative study councils may be national, regional, or statewide in scope. More and more, these groups are giving attention to the problems of reading. Classroom teachers are benefiting from participation in these cooperative activities. Through the combined efforts of a large number of schools, considerable research in reading is possible.

In many schools, administrators are making it possible for teachers within the various school systems to exchange their best practices in reading through intra-class visitation and through the use of inexpensive local publications which are prepared outside of the administrative office.

Administrators are constantly alert for new ways of helping teachers of reading. There are many. It may be the preparation of a teaching film in one community, the establishment of a materials laboratory in another, or something else in other communities. But one thing is certain. Wherever administration is alert to the possibilities for reading improvement, teachers will be sympathetic to the problem and will be sensitized to new techniques for improving reading at all levels. Where this condition obtains, children will benefit.

Organizing for Reading Improvement. Teachers in Grand Island secondary schools, including two junior high schools and one senior high school, recently organized themselves into committees for the purpose of improving speed and comprehension among high school students. A general planning committee contains representatives from each of the three secondary schools. Responsibilities of this committee are: (1) to examine and recommend reading improvement equipment, textbooks, and workbooks; (2) to evaluate and recommend audio-visual devices related to reading improvement; (3) to plan and administer standardized reading tests; and (4) to study and recommend general techniques which all teachers can use for the improvement of reading speed and comprehension.

In each secondary school there are four basic reading improvement committees working at reading improvement in the four major subject matter fields, namely, English, social studies, science, and mathematics. The committees meet monthly to discuss and evaluate their progress. At the outset, each secondary school

planned two staff meetings during which time the teachers analyzed the results of previously given standardized reading tests. They also identified reading improvement practices that were already being stressed.

At one meeting, the staff was divided into buzz sessions by subject matter areas in order to determine how best they could devote five minutes daily to reading improvement in regular classes. The buzz sessions resulted in the accumulation of a series of reading improvement techniques that might be used throughout the year. In the first place, all teachers agreed that vocabulary development is extremely important. Plans were made for vocabulary improvement in each subject matter area. However, special stress was placed upon this matter in mathematics classes and in shops. The social studies teachers decided to emphasize outlining, using the method of outlining which had been presented to students in regular English classes. The English teachers agreed to work five minutes a day in each class on techniques for improving reading mechanics, such as eye span and reducing regressive movements. The science teachers decided to stress the importance of careful, slow, and meticulous reading which is necessary in learning to follow directions. Latin and Spanish teachers agreed to stress root words in English which are derived from foreign languages. The library committee prepared a list of recommended dictionaries. The list was sent home by the pupils early in December with the suggestion that dictionaries make good Christmas gifts. The dictionary idea was used in store window displays during book-week.

During the past year the tachistoscope has been used in tenth grade English classes to improve the mechanics of reading by widening the perceptual span. Results were encouraging. Films are used in some classes and reading pacers in others.

Motivation is important. If pupils really want to improve their reading ability and enthusiastic teachers are sensitized to the problem, reading improvement is sure to result from almost any kind of reading improvement program.

Current Trends in the Administration of the Elementary Reading Program

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THE PURPOSE of this article is to report some of the most recent practices in the administration of the reading programs in cities of the eleven states comprising the Southern Association of Colleges and Secondary Schools regional area having a population between 25,000 and 50,000. The questionnaire of fifty-six items grouped under sixteen areas was returned by forty-two of the fifty city superintendents. Brief summaries of the tabulated replies for most of the general areas follow.

Development of the Reading Program. In most of the school systems it was found that each teacher is free to develop her own reading program on an experimental basis within certain broad policies set up by the school system. The respondents reported most often that reading is taught as a skill subject, to increase love for reading, and for content information. The objectives of teaching reading, in order of importance, are the development of reading skills so that the child will be an efficient reader, the enrichment of the child's experience through reading, the development of lasting reading interests, and the development of personality. Textbooks are most often selected by the teachers; the librarian and principal also assist in a few instances. Pupils and teachers together work out lists of suitable books for the library in most schools, but the librarian and principal assist occasionally.

Reading Readiness. The reading readiness programs include reading from experience charts made by the teacher and the pupils, reading from film strips, and oral reading by the teacher. Other activities include taking field trips, reading stories, and playing games. Reading readiness practices include teaching proper and personal social conduct, teaching the sounds of words, teaching proper study habits, and the teaching of letter names and forms. The most effective materials are textbooks adopted by the school, experience charts, and supplementary books furnished by the school. The most effective aids are film strips, pictures of various kinds, and instructional movie films. The most commonly used methods of determining which pupils will be in the reading readi-

ness programs are mental maturity tests, reading readiness tests, and teacher judgment. An average of ninety minutes is given each day to the various reading readiness activities.

Phonetic Instruction. Phonetic instruction has been a controversial issue among educators for many years. Some indicate that more phonetic instruction should be included, and some believe that little or none should be given. This study revealed that, in most instances, all pupils are taught phonetics, that phonetics is generally introduced in the second semester of the first grade and continued in all other grades.

Factors that Affect Learning to Read. Factors that affect learning to read were rated as follows: (1) the pupil's growth status and growth rate, (2) the teacher's attitude, (3) adjustment to individual differences, (4) the pupil's attitude, (5) home facilities and incentives, and (6) the methods and materials of instruction.

Teacher Load. The number of pupils per teacher in grades one and two, in most instances, was from thirty to thirty-five. This is in excess of the maximum number of from twenty-five to thirty suggested by many reading authorities. The length of the school day, including play time, for pupils in grades one and two was found most often to be five hours.

Methods of Teaching Reading. Responses were fairly evenly divided between the statements that reading is taught as a separate subject and that reading is taught in connection with the development of projects or activities. The best methods used to create more interest in reading in the intermediate grades were these: pupils read and report orally on most interesting parts of books; lists of titles and colorful covers are posted on the bulletin boards; the teacher reads orally books of special interest to pupils. Many methods, techniques, and devices are used to improve reading.

Oral Reading. While the trend seems to be to decrease the amount of oral reading, it is significant that no respondent stated that oral reading is abolished. There is still need for oral reading in an audience situation to convey information and to entertain others. Silent reading precedes oral reading in most instances in accord with acceptable practices of reading authorities.

Materials and Aids. Materials and aids most often referred to are textbooks, supplementary books, and practice books. Reading charts, workbooks, and audio-visual materials, in that order, are the supplementary materials used most extensively in schools in-

cluded in this study. Books for the "free" or "independent" reading period are selected usually by the teachers.

Grouping. The plan of grouping for reading instruction found most often is that in each room there are reading groups at different levels with different reading books for each group. As a method of grouping, the writer found no other practice except that of grouping within a room. (A contributing factor to this practice perhaps is the facts that in most of the schools there is not departmentalization but the straight grades system instead.)

Formal Reading. Formal reading is most generally delayed for beginning pupils until the teacher believes they are most likely to succeed. A mental age of six years and six months with dependence being placed upon the individual child and the materials and aids used by the teacher seems to indicate the lowest profitable mental age at which pupils are admitted to formal reading.

Evaluation and Promotion. The most commonly used methods of evaluation are standardized tests and teachers' records of pupil progress. The uses most commonly made of the results of a program of evaluation are the adjustment of reading materials and the improvement of teaching methods and procedures in order to provide more adequately for individual and group needs. The determining factor regarding promotion practices, as revealed by this study, is the pupil's ability to profit by the promotion.

Special Teachers and Classes. More than half the school systems studied do not employ "special" teachers. Speech therapists and special teachers for physically and mentally handicapped children are found more often than any other type of "special" teacher. All teachers have varied types of training as preparation for teaching reading. They include special reading clinics and workshops, in-service training programs, college and summer schools, and individual study and research.

Remedial Reading. More than one-third of the school systems studied do not have remedial reading programs. In the twenty-seven school systems where such programs were reported, pupils are selected for the remedial reading programs on the basis of teacher observation and the results of standardized achievement and intelligence tests. Methods of remedial reading instruction are very similar to those used in regular reading classes. Two-thirds of the programs have been established fewer than five years and the number of such programs seems to be increasing sharply.

Conclusions. It seems that what schools sampled from the Southern Association are now doing compares favorably, in most instances, with what schools throughout the land are doing. This conclusion is based on reports and investigations found in recent periodicals. What the schools are doing also compares favorably, in most instances, with practices acceptable to most of the reading authorities consulted by the writer. Information gathered by the writer by personal visits to a few of the school systems studied substantiates reports from these school systems as being accurate and true in all respects.

Quotes on Education

When you educate a man you educate an individual; when you educate a woman you educate a whole family.—*R. M. McIver.*

The educated scamp is a scamp still and all the more dangerous to the community.—*Theodore Roosevelt.*

If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest.—*B. Franklin.*

Nothing in education is so astonishing as the amount of ignorance it accumulates in the form of inert facts.—*Henry Adams.*

If, almost on the day of their landings, our ancestors founded schools and endowed colleges, what obligations do not rest upon us, living under circumstances so much more favorable, both for providing and for using the means of education?—*Daniel Webster.*

Do not ask if a man has been through college; ask if a college has been through him—if he is a walking university.—*E. H. Chapin.*

Audio-Visual Materials and Techniques

KENNETH M. MCINTYRE

Bureau of Visual Education, Extension Division, University of North Carolina

PUBLICATIONS THAT MAY BE HELPFUL

SUGGESTIONS FOR ORGANIZING AND ADMINISTERING A FILMSTRIP LIBRARY by Jack C. Coffey Co. is a small booklet which suggests methods for introducing a Filmstrip Library Plan into the school. Included are booking forms, indexing, cataloguing, and reports. 12 pages.

Write to: Jack C. Coffey Co., 710 Seventeenth St., North Chicago, Ill.

CRITERIA FOR BUSINESS-SPONSORED EDUCATIONAL FILM contains criteria intended for use by business firms in their pre-production planning of films. The four main categories of the criteria are curriculum approaches, educational subject matter, production requirements, and distribution policies.

Write to: Association of National Advertisers, Inc., 285 Madison Avenue, New York 17, N. Y. Distributed by NEA.

Price: $2.00.

CHILDREN'S READING SERVICE AUDIO-VISUAL CATALOG is the 1956 edition which lists phonograph records, filmstrips, tape recordings, and books on music. 66 pages.

Write to: Children's Reading Service, 1078 St. John's Place, Brooklyn 13, N. Y.

INSTRUCTIONAL MATERIALS is the new magazine of the NEA Department of Audio-Visual Instruction. The first issue is scheduled for February. It will appear monthly except for June, July, August, and September. Advertising will be carried.

Write to: Department of Audio-Visual Instruction, NEA, 1201 Sixteenth St., N.W., Washington 6, D. C.

EFLA'S REDBOOK OF AUDIO-VISUAL EQUIPMENT SUPPLEMENT has just been completed. It describes and gives operating instructions for projectors and recording equipment produced since the 1953 edition of the Redbook. The Supplement is priced at $1.50, or bound in with the 1953 Redbook at $4.00.

Write to: Educational Film Library Association, 345 East 45th St., New York 17, N. Y.

EDITING FOR BETTER MOVIES gives step-by-step information on scene construction, sequencing, and other aspects of editing practice.

Write to: Kalart Company, Plainville, Conn.

Price: 50c.

FILM NOTES

LAFAYETTE: SOLDIER OF LIBERTY, EBF, 16 minutes, 16mm, sound, black and white. Highlights of the life and career of this distinguished French friend of American freedom, emphasizing particularly his service to the U. S. and his friendship with Washington.

MAHATMA GANDHI, EBF, 19 minutes, 16mm, sound, black and white. Out of documentary material photographed during the first fifty years of this century, a film was shaped recreating the life and work of the great philosopher and statesman, Mahatma Gandhi.

* REMBRANT VAN RIJN: A SELF PORTRAIT, EBF, 27 minutes, 16mm, sound, color. The story of the painter's life, told through the use of his own paintings and etchings.

* WHY VANDALISM?, EBF, 17 minutes, 16mm, sound, black and white. The problems of vandalism strike at the roots of our democracy. This film probes the underlying causes which lead three boys to destroy a classroom, and suggests ways in which vandalism might be curbed.

* YOU ARE THERE SERIES, YA, 2½ reels each, 16mm, sound, black and white. This weekly documentary dramatic series by CBS Television has received wide and enthusiastic acclaim for its selection of historical topics, for its hand-picked professional casts, for its authentic costumes and decor, and for the exciting, effective, and faithful manner in which each program recreates a memorable event in history. The title and historical date of each is given below:

The Torment of Beethoven (October 6, 1802)
The Death of Stonewall Jackson (May 10, 1863)
First Flight of the Wright Brothers (December 17, 1903)
Susan B. Anthony Is Tried for Voting (June 18, 1873)
The Tragedy of John Milton (August 13, 1660)
Signing of the Declaration of Independence (July 4, 1776)
The Tragic Hour of Dr. Simmelweiss (October 10, 1850)
The Liberation of Paris (August 25, 1944)
Washington's Farewell to His Officers (December 4, 1783)
D-Day (June 6, 1944)
The Death of Socrates (399 B. C.)
The Hatfield-McCoy Feud (January 1, 1888)
The Triumph of Alexander the Great (324 B. C.)
Completion of the First Transcontinental Railroad (May 10, 1869)
P. T. Barnum Presents Jenny Lind (September 11, 1850)
The Emancipation Proclamation (January 1, 1863)
The Rise of Adolph Hitler (September 9, 1936)
Lou Gehrig's Greatest Day (July 4, 1939)
The Final Performance of Sarah Bernhardt (November 30, 1922)
Admiral Dewey's Victory at Manila (May 1, 1898)
The Sinking of the Titanic (April 14, 1912)
Assassination of Julius Caesar (March 15, 44 B. C.)
First Major Test of Penicillin (April 1, 1943)
Birth of Modern Boxing (September 7, 1892)
Napoleon's Return from Elba (March 7, 1815)
The Boston Tea Party (December 16, 1773)

* Write to the University of North Carolina, Bureau of Visual Education, Abernethy Hall, Chapel Hill, North Carolina for additional booking information.

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